**Data Sources**

**Reference books**

--What is a good working definition for executive functioning skills that we could provide to staff and parents?

--What is the developmental sequence for executive functioning skills?

--What can we learn from the research literature in terms of application and intervention?

--How significant is the need for explicit instruction in order to build executive functioning skills?

--Which students are most impacted by difficulties with executive functioning (subpopulations - Aspergers's Disorder, AD/HD, ASD, LD, Cognitive Impairments, ELL, EC, gender)

--What approaches/strategies might improve a student's planning and organizational skills?

**Teacher (both Gen Ed and Special) surveys**

-- How much do gen ed and special ed teachers really know and understand what executive functioning skills are?

--What could we learn from a district-wide survey on current levels of student executive functioning skills?

--How significant is the need for explicit instruction in order to build executive functioning skills?

--Which students are most impacted by difficulties with executive functioning (subpopulations - Aspergers's Disorder, AD/HD, ASD, LD, Cognitive Impairments, ELL, EC, gender)

--Where are the skill gaps for students within the district in terms of executive functioning skills?

**Administrator survey**

--How significant is the need for explicit instruction in order to build executive functioning skills?

**Online sources**

--What is a good working definition for executive functioning skills that we could provide to staff and parents?

--What is the developmental sequence for executive functioning skills?

--What can we learn from the research literature in terms of application and intervention?

--What approaches/strategies might improve a student's planning and organizational skills?

**EF Conference materials**

--What is the developmental sequence for executive functioning skills?

--What can we learn from the research literature in terms of application and intervention?

**Rush materials (binder)**

--What is a good working definition for executive functioning skills that we could provide to staff and parents?

--What can we learn from the research literature in terms of application and intervention?

--What approaches/strategies might improve a student's planning and organizational skills?

--Should we look at consumables from Rush program?

**Second Step materials**

--Are there toolkits/resources (outside of the Rush Program) for us to consider utilizing?

**Habits of Mind materials**

--Are there toolkits/resources (outside of the Rush Program) for us to consider utilizing?

**Pilot study**

--How will the use of intervention impact the student's skill of self-monitoring (materials management)?

**CI Process**

--How are we organizing the curriculum at each level? Where are the gaps or opportunities to do so (RtI)?

--How do we implement an executive functioning skills curriculum throughout the district (follow one student's response to strategies and intervention, explore a class-wide or grade-wide implementation of a research-based curriculum?)